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INNOVATION IN HOME ECONOMICS.
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DESCRIPTORS- *HOME ECONOMICS EDUCATION, *CLOTHING, *MARRIAGE, *MONEY MANAGEMENT, PROGRAM PLANNING, *TEACHING GUIDES, MALES, GRADE 11, GRADE 12, INSTRUCTIONAL INNOVATION,

THIS GUIDE IS FOR TEACHER USE IN PLANNING A SHORT COURSE IN HOME ECONOMICS PROGRAM FOR 11TH AND 12TH GRADE BOYS AND GIRLS. IT WAS DEVELOPED BY ARLINGTON COUNTY SCHOOLS, VIRGINIA, AND THE CONTENT WAS DETERMINED BY A COMMITTEE OF HOME ECONOMICS TEACHERS, A PRINCIPAL, AND A FEW SELECTED STUDENTS. THE OBJECTIVE OF THE COURSE IS TO PROVIDE A SERIES OF LESSONS IN GROUP PROBLEM SOLVING TO MEET INDIVIDUAL NEEDS AND INTERESTS OF HIGH SCHOOL STUDENTS. SHORT-TERM NON-CREDIT COURSES OF 9-15 LESSONS ARE OFFERED WHEN THE STUDENTS WOULD ORDINARILY BE IN THE STUDY HALL AND WERE DESIGNED TO REQUIRE NO OUTSIDE PREPARATION. CLOTHING FOR YOUNG MEN WAS DESIGNED TO DEVELOP GOOD JUDGMENT IN SELECTING AND SKILL IN CARING FOR CLOTHES. PERSONNEL FROM MEN'S CLOTHING SHOPS PARTICIPATED IN THE COURSE. THE MAJOR AREAS COVERED ARE A GOOD APPEARANCE, PURPOSES OF CLOTHES, WARDROBE PLANNING, COORDINATING AND ACCESSORIZING, AND CARE AND REPAIR OF CLOTHES. PREPARATION FOR MARRIAGE EMPHASIZES THE NEED FOR UNDERSTANDING OF SELF, THE IMPORTANCE OF OBJECTIVE STUDY OF MARRIAGE AND FAMILY LIFE, AND THE VALUE OF TRAINING FOR BOTH A CAREER AND MARRIAGE AND PARENTHOOD. SPENDING MONEY WISELY, DESIGNED TO HELP PREPARE STUDENTS FOR THE DEMANDING ROLE OF THE MODERN CONSUMER, STRESSES HOW TO OBTAIN ADEQUATE INFORMATION ABOUT INTENDED PURCHASES, GIVES GUIDANCE ABOUT SELECTING SPECIFIC PRODUCTS, AND ENCOURAGES STUDENTS TO DEVELOP A SOUND PHILOSOPHY ABOUT MONEY. EACH COURSE IS DIVIDED INTO SUBTOPICS, AND CONTENT IS PRESENTED IN BRIEF SENTENCES AND PHRASES. RESOURCES ARE LISTED FOR EACH COURSE. THIS DOCUMENT IS AVAILABLE FOR $1.00 FROM DEPARTMENT OF HOME ECONOMICS, NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH ST., N.W., WASHINGTON, D.C. 20036. (FP)

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In Home Economics

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FOREWORD

Arlington County in Virginia is across the Potomac River from Washington, D.C. It is an affluent suburb that has grown rapidly since World War II. Its schools include three high schools with enrollments that range from 1,800 to 2,400. Eighty percent of its high school graduates enter college.

Each high school has a home economics department. These departments keep pace with the school curriculums and from time to time initiate change that has impact of a unique nature. The short courses developed and taught in Arlington during recent years are evidence of the value to be gained from cooperative planning within a school system. These courses reach many young men and women who need and want immediate help in some of the dilemmas they face in adjusting to societal demands of their day. They illustrate the known fact that learning need not be prescribed by the hour, day, week, or semester, but may vary with the student and the information needed. The courses lend themselves to flexible scheduling, to the use of outstanding citizens as consultants, and to the introduction of a variety of techniques for effective teaching.

Arlington County is happy to share this innovation with others who are seeking to find ways to bring more enrichment to young people in the high schools throughout the nation.

Ray E. Reid
Superintendent of Schools
Arlington County Public Schools
Arlington, Virginia

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Short Courses

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A Beginning

In a recent NEA publication, *The Way Teaching Is*, the statement is made that ". . . teachers are needed in arranging for problem solving by groups in guiding social development, in providing enrichment and special projects based on individual needs and interest, and in providing training that requires supervised practice . . . such as laboratory procedure, report writing, interviewing or playing a musical instrument" . . . and, we could add, for living effective, happy lives.

The Short Courses in Home Economics program seems to do these things. Composed of a series of lessons in problem solving by groups, in order to meet the individual needs and interests of high school boys and girls, it provides guidance in social development, offers enriching material and special projects not ordinarily found in the home economics program, and provides for supervised practice and individual growth in a chosen area.

What to teach, for this particular program, was determined by a committee of home economics teachers, a principal of a large high school, and a few selected high school students. Determining the courses to be offered and their content was a difficult job, as the amount of information available was gigantic. The final choices were based on what seemed to be some obvious needs of youth in a particular school and community. The committee selected as points of departure some problems of boys and girls going to college—the decisions they would face in planning, buying, and caring for a wardrobe, the problems they might encounter in selection of all meals away from home, the different social customs that would confront them—as well as those whose formal education might terminate with graduation from high school, who need guidance in spending money wisely, in securing and holding a job, in furnishing a first apartment, and in preparing for marriage and parenthood.

To help solve some of these specific problems, courses of instruction were planned and organized on Clothing for Young Men, Food for Young Men, Clothing for Young Women, and Food for Young Women.

Later courses were planned and taught on Family Relationships, Spending Money Wisely, and Understanding Children.

In planning and organizing for teaching, several questions arose. How many lessons would it really take to give valuable assistance on a chosen subject to a group of interested boys and girls? How much time would they feel they could spare to learn these things? How would the rest of a school faculty accept such a program?

It was agreed that the information to be offered must be important to the learner, the time for learning must be shorter than a regular course, little or no outside preparation could be expected of students, and time must still be allowed for students to follow their prescribed program of studies.

To meet these requirements, the committee planned a program that consisted of a few short units of from 9 to 15 lessons, to be offered without credit to senior high school boys and girls during hours they were already scheduled in study halls. The classes would meet three days a week for a full period. The enrollment would be limited, and attendance carefully checked. The enrollees would be carefully chosen to ensure both the need of the student and that academically the student would not suffer by missing several study halls.

Plans were carefully made for presenting the new program to the faculty of the high school and to the students.

Teachers in two high schools were scheduled for one period a day to devote to the new program.

This particular project was begun eight years ago. The content of the units and the methods of instruction have been changed from year to year. The Short Courses have met with great popularity. Hundreds of boys and girls have found answers to problems of immediate concern, and many have found ways to pursue further their interest in some aspect of human and social development.

The course outlines in this publication are designed to convey to teachers of home economics the greatest possible amount of information in the most concise possible form. Consequently, sections dealing with topics familiar to home economics teachers are briefer and in more terse phrasing than sections on topics requiring treatment in depth. The three main topics, Preparation for Marriage, Spending Money Wisely, and Clothing for Young Men, may be taught in any order.

PRESENTATION AND PROCEDURE

It is important that before short courses are presented to the student body the administrative staff and faculty of the school be thoroughly acquainted with the proposed program.

One way to create awareness is to put a concise description into the hands of each faculty member. This brochure may be used to inform students also of the content of the courses after it has faculty approval. Such a brochure might read as follows.

At the request of high school students who have found it difficult to find time to elect a course in home economics, the Home Economics Department has designed several courses to be offered during the school year.

The courses will be offered to students in the eleventh and twelfth grades during a period in which they are scheduled to a study hall. Classes will be offered in each unit for three days a week, usually for three weeks.

The content will consist primarily of demonstrations and discussions, with some participation by students in the laboratories.

Neither credit nor grades will be given for the courses.
The class size will be limited to 16 students.

For the young man who needs and wants to know how to select wisely, wear, and care for clothing. Personnel from men's clothing shops will participate in this course.

Emphasizes the need for understanding of self, the importance of objective study of marriage and family life, and the value of training for both a career *and* marriage and parenthood. The content was selected primarily for girls but is adaptable for a group of young adults of both sexes.

Designed to help prepare young men and women for the demanding roles of the consumer. This course, which includes sources of information about and guides in selection of products as well as suggestions for developing a sound personal spending plan, points up sources of reliable information, cites guides in selection of commodities, and gives emphasis to the soundness of a personal spending plan.

** Other possible courses are Clothing for Young Women, Food for Young Adults, Understanding Children, Family Relationships.*

ENROLLMENT INFORMATION

Sample forms for enrolling students and for keeping attendance records must be carefully followed. Two are suggested:

Enrollment Form for Short Courses
Homemaking Department

Name .....
Last First Middle

Homeroom Teacher ..... Grade and Section .....

Study Hall Teacher.....Room.....Period.....

CHECK WHICH COURSES YOU WISH TO TAKE.

COURSE	DATE
Clothing for Young Men	Oct. 3-21 .....
Preparation for Marriage	Nov. 7-25 .....
Spending Money Wisely	Jan. 9-27 .....
Spending Money Wisely	March 6-24 .....

All classes meet three time a week—Monday, Wednesday, and Friday— in room ..... of your school.

Enrollment Form
Short Courses
Homemaking Department

To: Study Hall Teachers and Central Attendance

From: .....

Re: Enrollment in Short Courses—Homemaking Department

The following students have been enrolled in the course

Clothing for Young Men.....Period.....

HONOR STUDY— TEACHERS' CAFETERIA		STUDY HALL— AUDITORIUM	
Tom LeMay	12-2	Gordon Nelson	12-10
Fred Seyfried	12-9	Richard Nichols	12- 3
John Wertime	12-5	.....	
.....		.....	

The classes will meet in Room 142 on the following dates:

Month November
Dates 10—12—14—17—19—21—24—25—26

Please note: STUDENTS SHOULD REPORT TO STUDY HALL AS USUAL ON:
Month November
Dates 11—13—18—20

STUDENTS WILL RESUME THEIR NORMAL SCHEDULES ON.....

Signed .....
Homemaking Teacher

Enrollment Form
Short Course
Homemaking Department

ENROLLMENT NOTICE FOR INDIVIDUAL STUDENTS (OPTIONAL)

To: (Individual Student)
From: (Teacher of Short Course)

You have been enrolled in the following short course:

.....

You are expected to report to Room ..... on EACH of the days listed below. Please be prompt; attendance will be kept carefully.

(Month) ....

....

....

Signed.....

Evaluations should be brief and easy to make and indicate to the teacher the strengths and weaknesses of each unit. Here is a sample evaluation device:

EVALUATION

Name of Short Course ..... Date .....

Of the topics discussed in this course, which were of most value to you?

What suggestions do you have for improving the course?

Which resources (human and material) did you find most helpful?

Other comments

For several years, clothing for young men has had great fascination for high school students. This course is designed to help these students develop good judgment in selecting their clothes. The first time it is taught, it should be well publicized. A wise teacher contacts the most reliable men's clothing store in the community to work with her in teaching this unit. Ideally, there should be a representative of one or two other types of stores participating in one or more lessons to help students learn the differences among quality prestige shops, department stores, and low-overhead stores featuring mass-produced clothing for men. Most merchants today are deeply interested in the education of youth. If the father of a student in school or a school alumnus owns or works in an establishment that specializes in men's apparel, contact him. Some shops employ college students, and some even high school students, who may act as liaison between the shop and the school. In schools which have a wholesome relationship with the community, there is little danger that students may be exposed to commercial advertising by those assisting the teacher. Teaching boys how to select clothing from a catalog can be rewarding, especially when a shop is not near the school.

Young men need to be encouraged to "shop." Too often, they go to a store only if they need something. They often would be embarrassed by asking questions and so come home with a purchase which is not a good one. Boys need assistance in recognizing styles, in separating fad from fashion, in developing good taste. They need help in making the transition to clothes for college or for the business world. Although recognition of local clothing customs is important, they need to realize that customs vary and that in seeking employment or going to school elsewhere, a provincial appearance is sometimes a handicap.

In discussing wardrobe planning for college, the teacher is wise to advise young men to talk to upperclassmen of the school in question before they purchase too many garments. Many young men spend a great deal of money on clothing worn only by freshmen trying to look like college men. Many fail to realize that they *need* to spend some money for clothes appropriate to the type of school they will attend and appropriate for the activities in which they will participate.

Suggestions and demonstrations on clothing care are essential for young men who are or will be responsible, in many cases for the first time, for keeping up the appearance of their wardrobes.

The *Vogue* magazine of men's wear is a quarterly publication of *Esquire* magazine entitled *Gentlemen's Quarterly*. Although its styles are for selected professions and are more avant-garde than most men choose to wear, teachers should be aware of this indicator of trends to come in men's wear. *Above all, teachers should recognize the need for "unlearning" certain rules of women's fashions when teaching about men's wear.* Particularly in the coordination of a pleasing total outfit, the same rules do not always apply, for example, as to combining stripes with stripes and patterns with patterns and selection of tie and sock colors. No one should attempt to teach this course until she has had time to talk with retailers or other knowledgeable individuals, has studied the available literature, and hopefully has the cooperation of one or more merchants for the actual classroom presentations. And she must make the effort to keep up to date. As a teacher, be certain your principal knows what you plan to do, how you plan to do it, and what resource people you hope to use. Prepare your own illustrative resources and the reference materials you will need in advance of the opening day. Create interest by exhibits in display cases in prominent places. Have students from the regular classes help by making attractive bulletin boards and enlist the help of the editor of the school paper in writing articles about the course. *Teach positively and constructively.* Be sure that your own personal preferences are kept to a minimum. You may not approve of present fads or styles, but if they are in fashion they must be considered and they will be worn by some young people.

Personal cleanliness • Clothing appropriate for individual occasion • Clothes clean, well pressed, and well fitted

Builds self-confidence • Creates favorable impression • Denotes self-respect • Signifies consideration for others

Overall effect of good taste • Clothing has had proper care • Clothes appropriate for the occasion • Clothes in tune with fashion trends • Styles appropriate for age, build, features, personality • Clothes fit properly

Seasonal dress • Fabrics for warm, cool, dry, or wet weather • Garments designed for work, play, sleeping, day, night

Denotes culture, nationality, fads, fashion, vocation • Emphasizes differences between the sexes • Reflection of attitude toward financial worth of clothing, from expensive status symbol to least expensive bargain • Reflection of adjustment to social customs (a frequent area of rebellion, nonconformity) • A method of communication denoting the kind of person one is prone to be

Styles

Shaped Look: Almost universally favored in Europe and seen in major metropolitan areas in the United States, has soft shoulder styling, slightly wider lapels, definite waist suppression, very deep side vents, and slight flair at the skirt • American Look: Most dominant trend in American men's wear today, tailored for the naturally large, occasionally bulky figure, features straight-hanging, two- or three-button jacket; slightly broad shoulders; rather narrow lapels; moderately tapered trousers, usually with cuffs • Natural-shoulder silhouette, or "Ivy" (favored by young, slender men): Little or no shoulder padding, straight jacket with two or three buttons, narrow lapels, center vent, lapped-seam lapels and pockets, tapered pants • "Mod" influence (for young men only): Shaped jacket with four to six buttons; novel lapel treatments; high bal-type collars; extremely deep side vents; tight, shorter pants.

Current trend is toward more positive, darker, vibrant colors, combining lustrous blues and lively greens on deep black background • The fewer the suits, the plainer and more conservative they should be • The color of a single- or two-suit wardrobe is the starting point of total wardrobe planning—shoes, sports jackets, slacks, topcoat, and hat must all coordinate. Basic colors are blacks, grays, dark blues, and browns. • Length of coat must be in proportion to trouser length. • In traditional styles, seat of trousers should be covered and length of pants should *not* break, but barely touch, shoe.

Suit is made from good materials with good craftsmanship • Outer cloth is firmly woven, strong, lightweight, resilient, soft and pleasant to the touch • Tags provide information which can't be seen: fiber content, colorfastness, shrinkage, permanence of finish • Cutting and construction of suits: Top-grade suits are cut singly or a few at a time to avoid inaccuracies affecting appearance, comfort, fit; more time, material, and skill are used to cut top-quality suits with a design (such as plaid), which should be matched at back seam, front armholes, collar edge in back, front closing, pockets • Lining fabric is usually firmly woven rayon or acetate, with colorfastness to cleaning and perspiration and freedom from cracking (dye rubbing off onto shirt) • Lining is smoothly fitted and neatly stitched; half linings are eased into sleeve with close, fine stitches; skeleton-lined suits have neatly bound armholes • Hidden materials affecting quality: hair canvas in front and linen in collar instead

of burlap and muslin interfacings; haircloth beneath felt and padding to firm the shoulders; lightweight, soft, cotton shoulder padding; completely preshrunk tapes to forestall puckered edges and armholes. (Crush the front—it should be resilient, lightweight, and show no wrinkles when released. Roll collar and lapel corners gently—they should flip immediately into place. Feel the shoulder padding—it should be soft, smoothly shaped, and flexible, and edges should not show through the coat. Try coat on and see whether the chest V-line holds to the chest instead of buckling when you bend, and whether sleeves hang naturally) • Hand tailoring is necessary for a high-standard product. Careful shaping and molding and fine hand padding stitches to hold shape permanently take skill and time, resulting in high price. Well-made machine buttonholes are better than poorly done hand-worked buttonholes—look for close, even stitches in either kind • Always try on trousers—they are frequently of less good quality than coat in popular price lines. Should be cut full enough; creases should be on grain; pockets should be roomy, smooth inside, of firm fabric, with sturdy stitching. Trousers seam allowances should be generous at inseams and at back "rise."

Price range for satisfactory suit

Varies with fabric, workmanship, and type of store • Neither cheapest nor most expensive suit is "best buy." Consider expected life of suit: Will it be outgrown? How much use will it get? How hard on clothes is the individual? Is it suitable for one or more seasons? • Law of diminishing returns—highest-priced suits give superior quality fabric and workmanship but do not increase serviceability; cost is for "high fashion."

Care necessary

Brush and spot promptly (many dry cleaners have "spotting" service while you wait) • Hang up promptly and properly, with wooden wishbone hanger and pants hangers • Allow suit to rest several days between wearings, giving fibers a chance to return to normal • Have suit dry-cleaned before it is excessively soiled. *Do not* press a soiled garment, as stains and odors can be made permanent.

SPORT COATS AND BLAZERS*

Importance in wardrobe

Extend wardrobe • Particularly well adapted to informal, casual way of life.

Styles for young men

Natural shoulder • Mod influence • Blazers.

* See "Suits" for detailed information on styles, color, fabric, size, fit, quality, cost, care.

Dark tones and subdued patterns (if any) are more conservative, go more places; bold blazers or plaids are restricted to more casual occasions • Select colors that blend with at least two pair of slacks.

All wool—worsted, flannel, tweed, hopsack • Wool and synthetic blends, especially dacron • All synthetic • All cotton—corduroy, cord, seersucker, poplin, hopsack • Cotton and synthetics • Linen.

Ask local retailer for current figures. • A good coat should last through three seasons' wear if properly fitted and cared for.

Permanent press slacks require specific laundry procedure for best results.

Consider figure type as well as measurements and reserve snug, low-slung slacks for thin figures. Always try on, as fit of seat varies greatly in different models with the same measurements. Waist measurement • Inseam measurement • Rise length.

[See "Suits" for detailed information on fabric, quality, etc.]

General advice for young men still growing is to get one coat which will give a multitude of services, rather than several specialized coats.

Topcoat—modern version of overcoat not designed for active casual wear, length varies slightly, usually barely below knees • Suburban coat—short, fairly dressy, designed for comfort and wearability • Car coat—usually longer than suburban coat, made of rougher fabric that wears well • Raincoat—longer length, usually below knee, water repellent (*not* waterproof) cotton or cotton synthetic blends, can be spring and fall topcoat if carefully chosen • Others—duffle, loden, pea jacket, storm coat, trench coat.

Standard—set-in sleeves, hard-finished but smooth-looking fabric such as cheviot, notched lapels, patch pockets with flaps, natural shoulder, round collar which can be turned up • Less formal—raglan sleeve, usually tweed fabric, flap patch on pocket.

Darker, subdued patterns, if any, are more conservative • Light tweeds, particularly if nubby, are definitely less formal, though a topcoat's length prevents it from being wholly casual.

Wool-gabardine, tweed, cheviot, shetland, fleece types, blended with mohair or alpaca • Wool and synthetic blends • All synthetic.

Chest • Proportioned length.

"Balance"—A topcoat is a heavy garment, but the proper design and fit for each individual will distribute and relieve the sensation of excess weight. • Shoulders—try on *over* a suit jacket to be certain of adequate freedom to move. • Sleeve—cover suit and shirt. • Length—varies slightly with local custom, usually just below knees.

Consider length of wear expected and types of occasions requiring outer coats: young men who are still growing but need something for dressy events might select a synthetic topcoat or suburban coat rather than a long-wearing, expensive, wool topcoat.

When coat is damp, hang on heavy, wishbone hanger in cool, airy place until completely dry.

For casual wear • For warmth.

Cardigan—buttons down front, three button high fashion, worn with shirt and tie • Slipover—crew-, turtle-, V-necks • Vests (sleeveless) worn with shirt and tie.

Darker, plainer are more conservative • Bold colors and patterns and light colors are more casual.

Wool—standard sheep's wool, with lightly to loosely twisted yarns as major difference • Angora or Mohair—from the hair of an Angora goat (named for Angora, a city and province of Asia Minor), extensively reared for its long, silky hair or wool • Cashmere—the fine, soft under wool of a breed of goat of Kashmir and Tibet • Alpaca—long, fine hair from South American Alpaca sheep • Nylon—a synthetic fiber added for strength • Acrylic fibers—Orlon, Acrilan, Creslan, Zefran for strength and ease of care • Polyester fibers—Dacron, Fortrel, Kodel, Vycron for strength, abrasion resistance and resistance to pilling • Rayon—that is modified to give higher strength.

Chest measurement or equivalent Small, Medium, Large • Proportioned length not common, but certain brands better for quite tall or short figure.

Judging sweater quality and fit	Close knit • Neckline finished so that it lies smooth and flat • Firm, close ribbing at the neckline, cuffs, and bottom and at all points subject to strain and stretching • If shoulder and back-of-neck seams are strengthened with tape, tape is eased on so it will give as the fabric stretches. • Buttonholes finished with deep, closely spaced stitches, spaced an equal distance from each other, and exactly either horizontal or vertical. Crosswise buttonholes should not come too close to the edge of the facing. If they do, they are apt to tear out quickly. • In cardigans, front is finished so that it runs straight with a wale, not off-grain. • Armholes large enough so they do not bind are important to both comfort and good wear.
Price range	Ask local retailer.
	Variation in fiber • Quality of workmanship and design • Store patronized.
Sweater care	After each wearing, air the sweater, smooth out any wrinkles, fold neatly, and place in a drawer. Give sweaters adequate room —don't crowd them into too little space. • Don't hang sweaters on hangers. • Take care not to snag sweaters with buckles, belts, rings, pins, or other objects with sharp or rough surfaces. • When putting on a slipover, first insert the arms in the sleeves and then gently ease the garment over the head. Never tug. If the sweater does not slip over the head easily, ease it gently from the neckline, never from any other point. • In washing, use the proper procedures for the fiber or fibers. A safe procedure is to wash in lukewarm water with synthetic detergent or neutral soap. Knead gently. Do not rub. Rinse well in lukewarm or cold water, then roll in a Turkish towel to absorb excess moisture. Place the sweater on a flat surface (*do not hang up*), pull gently into shape, and allow to dry. Do not dry in the direct sunlight or near a source of high heat such as a radiator. Cold-water method with special cold-water soap is satisfactory. • Fit your antimoth care to the fiber content of the sweater. Moths are not interested in man-made fibers. Wool and wool blends must be given antimoth care.

HATS

Selecting style and size	Always try on with coat, suit, and shoes to be worn with it to be certain of overall effect. • The style of his hat (or wearing none) often indicates what a man does. Even with the style limitations of the "accepted uniform" for his vocation and age, however, each man needs professional help to select the most becoming

hat style for his body build and face shape and to obtain a proper fit. • Go to several stores with large selections and get several opinions before deciding. Most men select a hat size which is too small. • Hats are judged by width of brim, height of crown, and taper of crown; the slight change of any factor can determine whether a hat is becoming. • Generally, young men's hats are smaller than those for older men.

Color

Ask local retailer for local customs.

Must go with coat • Light colors are not necessarily casual in summer wear.

Material

Standard business or dress hat—wool felt for winter with variations in how soft or "plush" the finish; straws for summer with subdued bands • Casual—great variety of fibers, materials, shapes.

Price range

Ask local retailer.

Care of wool felt hats

Wear out where touched, especially if damp. Therefore, hold by front and back *inside* when putting on, touch crown only for "tipping." Hold carefully by brim when removing. • Brush often or ask haberdasher to do so three or four times a season. • Ideal storage in upside-down hat box; at least have clean, flat surface. • Dry away from direct heat. • Hat sizes tip: one-third the head circumference in inches; better quality hats are designed for different head shapes, e.g., "long oval."

SHOES

Styles

Formal—soft, plain, black brogue or pump • Business—standard wing-tip brogue or plain cordovan • Casuals—cordovans, loafers, moccasins, boots • Sport—heavy-grain leather, suede, canvas.

Construction

Material—leather and cordovan • Last—made of wood in form of foot. Shaped to inside of foot, many different shapes, e.g., Florsheim has 150 different kinds of last. • Method of construction—form leather over last and stitch to inner sole. The longer the forming, the better the shoe, e.g., Florsheim leaves shoe on last 170 hours.

Steel shank (support) used in all shoes except soft sport shoe. • Heels—hard leather heel used in cordovan; rubber; and English heel (part leather and part rubber).

Measure each time for correct length and width. • Last is extremely important for comfort.

Shop early in day, or after minimum of walking—most men wear shoes too short and too wide. • Check position of ball of foot. Base of foot should fit in widest part of shoe. • Heel should be comfortably snug.

Ask local retailer.

Consider whether full growth has been attained, frequency of use, how hard wear will be, care shown.

Use shoe trees nightly for all good shoes, to hold them in shape while drying out from foot moisture. • Change shoes often, preferably twice a day. Do not wear same pair every day. • Use shoe horn to put shoes on, to save stitching in back. • Keep heels built up. • Keep shoes polished to keep leather lubricated.

Bathe daily. • Change socks daily. • Use foot-powder deodorant.

Dress—medium or upper calf, light to medium weight (little or no bare skin when legs *crossed)* • Sport—short to mid-calf, medium to heavyweight, includes argyles • Athletic, crew—short, medium heavy, white (sanitary, easy to clean).

Dress—*dark only,* must blend with shoes or trousers; *never* wear white socks with suit or dark slacks. • Sport—dark or light, plain or patterned; no white with dark slacks for "slightly dressy."

Wool • Wool and synthetic • Synthetics • Cotton and synthetics • Cotton.

Study chart relating shoe and sock sizes—allow slightly more length for much wider foot. • Too-short socks cause holes in heels or toes, too long cause wrinkles which may induce blisters.

Appropriate for fibers • Avoid good wool and bold patterns if unwilling to give proper care.

Dress—formal and business • Sport—knit and cut-sewn.

Formal dress—white cotton broadcloth, usually with pleated bosom and studs, to be worn with dinner jacket • Business—cotton broadcloth (60-80 thread count best buy), cotton oxford cloth (currently decreasing some in popularity), dacron, dacron-cotton blend, snap-tab or button-down collar, artificially reinforced slightly rounded plain collar (ask local retailer for local preferences). French cuffs are seldom worn for business. • Sports—cotton, wool flannel, rayon, silk, dacron, dacron-cotton blend, great variety of styles (ask local retailer about appropriate use of each).

Biggest trend to more use of color, more pattern • Conservative wear still requires subdued use of color and pattern.

Distance from center back neck to break in wrist • Circumference of neck.

Snug but comfortable at neck • Reaches break in wrist • Comfortable around chest • Correct length shirttail; especially watch for adequate length at side seams. • Many men require custom-made shirts to get a good fit. Cost is not necessarily excessive.

Ask local retailer.

Learn and practice correct stain removal procedures. • Follow correct laundry procedure for fabric. Identify stains if sending shirts to cleaners. • Oxford cloth should *never* be starched. It wears best because there is less friction at the collar crease.

"Ivy" tradition includes 3 types of ties: silk repp (diagonal woven stripe and regimental stripes), silk foulard (usually hand-blocked design of small, varied patterns such as paisley or hexagons), wool challis (lightweight, with or without small patterns) • Other—ask local retailer for performances • Ascots—informal but with "flair," used with open sport shirt.

Need one plain leather belt with subdued buckle, either black or brown (match shoes) • Casual, sporty belts should be selected to blend with color and fabric of trousers.

Gloves

Dark leather gloves should be worn with a topcoat. • Dress gloves are of leather; casual gloves of a combination of leather and knit, all knit, or cotton. • Measure around "fist-knuckles" to determine size, allow for strain. • If leather gloves become damp, stuff them with paper toweling and allow to dry in a cool place.

Handkerchiefs
[ask local retailer about local custom]

Do not wear bordered handkerchiefs in coat pockets; a hand-rolled, plain, white one is best. • Not necessary to wear handkerchiefs with fitted, natural-shoulder clothing.

WARDROBE PLANNING

Color is basis for wardrobe plan

Coordination of color is essential. • Best suit represents key color—usually basically black, gray, dark blue, olive, or brown. Topcoat, hat, sports coats, slacks, shoes, and accessories should all be chosen with key color in mind. • The more extensive the wardrobe, the more key colors can be used, but each key color should be carried out in more than one *total* outfit.

Criteria for selecting clothes

Occasions requiring specific clothing • Amount of wear for each item • Expected or desired length of use • How hard individual is on clothing • Cost and ease of recommended care • Money available.

Each item in an outfit should belong together with a similar degree of formality, suitable for specific occasions

Informal—bulky, tweedy fabrics, bold designs, sports coats and slacks, sport shirts with or without tie, white or patterned socks, light-colored shoes • More formal—medium and lightweight fabrics, plain or subdued designs, matching coat and trousers, dress shirts and ties, dark socks (preferably matching shoes and reaching mid-calf or higher), dark shoes of basic black, brown, or cordovan.

Recommended minimum wardrobe for college or job

1 winter suit, 1 summer suit • 2 sports coats • 2 pairs good slacks • 1 all-purpose coat • assorted everyday slacks and sport shirts • sweaters.

What to buy

Beware of "bargains." Men's clothing costs generally reflect quality of fabric, design, and workmanship (plus store overhead). • Space clothing purchases over a period of time to avoid simultaneous need for replacements.

Look in magazines, stores, at people. • Ask questions at different types of men's clothing stores. • Avoid far-out fads, keep within accepted practice for more formal wear. • Select proven styles for most expensive items.

COORDINATING AND ACCESSORIZING

Importance of creating a pleasing, harmonious overall effect

Forethought and planning • Awareness • Wise use of what you have • Neatness and cleanliness.

Wise use of color

Be subtle in your use of color. • Avoid loud, boisterous colors except for most informal occasions. • Strive to achieve a pleasing blend of color and fabric.

Shirt and tie color combinations

SUIT	SHIRT	TIE
Blue	Light gray	Blue and gray
Blue	Light blue	Medium blue Dark blue (with light blue) (with red) (with dark and light blue) Dark red
Gray	White	Maroon (with gray)
	Blue	Gray (with scarlet) (with white) (with white and scarlet)
Brown or Tan	Green	Dark green (with light green) (with copper and cream)
	Cream or Tan	Reddish brown (with copper) (with cream)

CARE AND REPAIR OF CLOTHING

Proper equipment essential

Wooden wishbone hangers • Pants hangers • Shoe trees • "Housewife" (sewing repair kit).

Good daily clothing care practices

Brush out lint in pockets and cuffs. • Hang up properly, or fold and put away (sweaters). • Have spots removed promptly. Rotate clothing to dry cleaners before excessively soiled.

Pressing techniques

Avoid pressing soiled or stained garments. • How to press jackets, trousers, ties.

Good laundering practices and principles

Recommended frequency for different items • Sorting laundry Pretreating • Water temperature • Soaps and detergents • Bleaches, other additions • Starching • Ironing techniques

(how to iron a shirt, how to remove scorch) • Removing stains (for teaching, use selected stains from standard charts).

Socks • Sweaters • Drip-dry items.

Buttons • Three-cornered tears • Ripped seams • Patches • Pockets.

Any list of resources in the field of home economics is almost obsolete before the ink is dry. Yet no publication seems complete without a bibliography and at least a suggested source of some of the outstanding instructional aids at the command of teachers today.

The following sources of references and teaching aids have been carefully evaluated. There are many others. It is suggested that teachers write for those materials related to the subject they are developing. Too much material can often be as frustrating as too little.

Teachers are urged to keep alert to the new publications, new visual aids, and other teaching materials that may serve to enrich their teaching and at all times to lead students to select with discrimination the materials they read.

The resources listed are primarily teacher oriented. They need to be studied well in advance of introducing any course in which their content may be used. Many of the references can be found in public or school libraries.

American Institute of Men's and Boys' Wear, Inc.
1290 Avenue of the Americas
New York, New York 10019

J. C. Penney Company
1301 Avenue of the Americas
New York, New York 10019

Look at Your Future (filmstrip)
Esquire Fashions Guide for All Occasions
Birmingham, Frederick, Harper and Brothers, New York

The Clothes We Wear
National Education Association, Department of Home Economics
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

75 Years of Fashion—Men's Wear (Fairchild publication)
7 East 12th Street
New York, New York

Success Insurance
Milady Publishing Company
Bronx, New York 10467

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Preparation for Marriage is a course that can be a highlight in the short course series. The type of student in each group will depend to a large extent on the interpretation of the course through well-stated brochures and attractive bulletin boards, and on the quality of teaching of the content. Girls are sure to feel an interest in this topic.

For schools in low-income areas, emphasis may need to be placed first on the selection, use, and cost of the materials needed for establishing a home for either a young married couple or a young person with a job. In the more affluent neighborhoods, young adults may be more attracted by such topics as "Today's Youth in Tomorrow's World," "Challenges Facing Tomorrow's Women," and "College Ahead."

The wise teacher will select the content with the students in each class and develop those concepts that seem most fitting to the needs of the group.

What you think you are • What others think you are • What standardized tests tell about your interests and abilities • What research says about your generation: life expectancy, making and spending money, values and beliefs, leisure activities, use of educational opportunities, career selection and success, marital patterns • Influences upon individuals: family and home environment, friends, school, church, press, television, advertising

More conveniences for better living • More mobility • More leisure time • Better education available for children • Continuous education available for entire family • Increased numbers of women working at least part of their married lives • Different manpower needs and educational qualifications from today's job and career requirements

Gaining adequate education, insight, and experience before marriage to "discover oneself" and marry wisely • Combining the roles of wife, mother, careerist • Preserving basic values of family and society • Gaining background for wise decision

making • Creating an atmosphere for effective family life • Adjusting to rapid change in material and social world • Participating in community life, contributing to improvements in educational, cultural, moral, civic spheres • Personal plans and expectations for future • Personality development • Becoming self-sufficient • Preparing for marriage and parenthood

Too many sources of unrealistic expectations of marriage • Couples unprepared to avert or cope with common marital problems • Early marriage encouraged by current social practices

Primary influence in own home life • Exposure to other families possibly initiating thoughtful comparisons and planning • Authoritative, perceptive authors and teachers to help young people focus on topics and activities which can improve their likelihood of success in marriage

Food • Clothing • Shelter • Activity • Privacy • Rest

Affection • Motivation • Education • Association • Self-control • Communication • Freedom to be creative

Feeling of worth • To be personally pleasing • Security • Love, respect, affection • Courteous habits • Consideration for others • Group identity

Code of ethics • Moral values • Opportunity to serve one's fellowman • Making the transition from child to adult to parent • Children primarily on the receiving end, hopefully learning attitudes and gaining security to be able to give as adults • Childless adults free to satisfy own needs • Parents ideally able to create an atmosphere which will satisfy the needs of children and themselves

The first years of marriage • Marriage and a job • Money matters • Establishing a home • Planning for life

The expanding family	Responsibilities of parenthood • Understanding children • Establishing values • Managing time with larger family • Managing money • Managing energy • Meeting individual needs of self, spouse, each child, families, friends
The contracting family	Children's leaving for school • Children's marrying • Illness of a member • Death of a member • Wife's beginning or returning to work
The aging family	Growing old gracefully • Learning to adapt to change • Need for security • Need for companionship • Housing decisions (with family members or in church, civic, government, or community home) • Medical care • Retirement • Education • Employment
	WHAT IT MEANS TO BE MARRIED
Full-time sharing and caring	Two *real* people, in everyday situations • Working out mutually satisfactory living pattern over a period of time
Qualities needed	Respect for other's rights and opinions • Ability to communicate ideas, disagreements, humor • Self-control • Self-discipline • Adaptability • Empathy • Objectivity • Patience • Cooperation • Humor • Understanding • Integrity
Possible problem areas	Marital relationships • Finances • Social activities • Religion • Children • In-laws
Meeting conflict	Settling differences amicably, resolving some, accepting others • Constructive quarreling, when and how to disagree • Minimizing personality clashes • Maintaining self-control in expressing ideas and opinions
Facing a crisis	Illness • Job uncertainties • Incompatibility • Death • Divorce
Sources of help	Counselors • Ministers • Lawyers • Doctors • Others
	PREPARING TO SUCCEED IN MARRIAGE
Developing self-knowledge	Who you are, what you believe • What you need and want from life • Traits you need to strengthen • Minimizing undesirable habits and attitudes

Value dependent on dating patterns (beginning age, group or single couple, activities, wide range of dates or steady dating, codes of behavior) • Parental attitudes and influences • Gaining self-knowledge and understanding of others • Distinguishing between infatuation and love

Importance of each child's being wanted and responsibility for him understood and accepted • Needs of children • Identifying basic differences in temperament and determining best general approach for rearing each individual child • Developmental growth stages for children and corresponding requirements of parents • Demands upon parents, satisfaction and rewards of successful parenthood

Purpose, length, formal *vs.* informal • Danger of too much emphasis on showers and social life • Time to plan, talk freely, examine differences honestly and objectively • Consideration of families' attitudes

Age limitations and legal steps required • Premarital counseling and effect of blessings of church • Keeping emphasis on the marriage, rather than on the wedding as a social occasion • Importance of being determined to succeed instead of viewing divorce as an easy escape if going gets rough

Need real objectives • What do you want to get from your training? what do you want to give as a result of your training? • Opportunity to profit from experiences of past, to appreciate accomplishments in various disciplines, to become aware of problems of today and tomorrow • Opportunity to prepare for the need and/or the desire to earn a living

Financial decisions • Social conduct • Frequent communication

For yourself • For a family

Will it cause deferred or abandoned ambitions for one or both? • Will it close too many doors, causing future resentment between the parties? • Is financial assistance from parents a fair request to make or a wise gift to accept?

Specific, obtainable individual goals and objectives • Personal security and sense of worth • Self-control and self-discipline

Sense of accomplishment, personal worth • Recommendation for future employment, if desired or necessary • Experience applicable to home or community problems • Increased understanding of husband's work-related attitudes and problems

Continuing courtesy and affection • Awareness and effort to overcome sources of irritation • Respect for each other's rights and opinions

Identification of actual problems or causes of friction • Search for sources of information and help

Finances • Child rearing • Education • Style of living

Changing situations • Differences in outlook

Craig, Hazel Thompson. *Thresholds to Adult Living.* Peoria, Ill.: Chas. A. Bennett Co., 1962. 416 pp.

Duvall, Evelyn. *Family Living.* Third edition. New York: Macmillan Co., 1961. 401 pp.

Kawin, Ethel. *Parenthood in a Free Nation.* New York: Macmillan Co., 1963. Vol. 1, *Basic Concepts for Parents,* 207 pp.; Vol. 2, *Early and Middle Childhood,* 303 pp.; Vol. 3, *Later Childhood and Adolescence,* 338 pp.

Mead, Margaret, and Heyman, Ken. *Family.* New York: Macmillan Co., 1965. 208 pp.

Moore, Bernice Milburn, and Holtzman, Wayne H. *Tomorrow's Parents.* Austin: University of Texas Press, 1965. 371 pp.

Peterson, James A. *Education for Marriage.* Second edition. New York: Charles Scribner's Sons, 1964. 526 pp.

Note:

Most home economics departments are well-stocked with reference books that cover many of the topics in this course.

Use the periodicals in the library for current articles of interest to youth. Be certain references are identified as to the reliability of the writer *knowing the subject.* What some people say is happening to youth and to families may be only opinion, not fact.

The new McGraw-Hill series of films on family life is exceptionally good. For information, write 330 W. 42 St., New York.

Spending Money Wisely

This course is designed to help prepare students for the demanding role of the modern consumer. It stresses how to obtain adequate information about intended purchases, gives guidance about selection of specific products, and encourages students to develop a sound philosophy about money.

The interests of the students should largely determine the emphasis of the course.

This material can also be used for cooperative teaching with other classes or as a part of a regular home economics course. Much of the content was selected from *Feminine Finance* and *Youth and Money,* two DHE bulletins. If the information sounds familiar, that's wonderful! We meant it to be repetitive for two reasons: It's *good* material, and it should take less time to prepare this material for teaching. If you are not familiar with either *Youth and Money* or *Feminine Finance,* you'll want to secure copies. (See bibliography.) Teachers who undertake to teach youth about money should remember—and we quote: "Youth in their teens average about $500.00 a year income (either earned or as an allowance)." "Over half the teens earn their money." "Youth spend their money on food, recreation, clothes, and cosmetics." "Most teens do save." "Some contribute to the family income." "Young people are alert to the world of credit."

The income and the spending habits of high school students vary according to the time and the community in which they live. A teacher must know the newest facts about youth, money, and the community before she starts a unit. Begin with a bang!

Purpose of advertiser	To inform the public about his product • To introduce a new product • To create product and brand loyalty • To establish a favorable image for a brand • To motivate people to buy a product • To differentiate a product from its competition
What consumers expect advertising to do	To satisfy curiosity • To inform about new products • To tell what products are supposed to do • To permit comparison of products for decision making • To meet a recognized need
Sources of advertisements	Newspapers • Magazines • Circulars, throwaways, indiscriminate circulation • Catalogs, brochures, mailing lists • Yellow

pages of telephone book • Door-to-door salesmen • Contests • Promotion giveaways (pens, calendars) • Radio • Television • Billboards; outdoor signs; signs and posters in buildings, buses, etc. • Packaging of products

Fulfills purpose of advertisement: to inform, to create an image • Provides accurate information (content, function) • Provides adequate information (size, color, care required) • Is in good taste, does not infringe on moral or ethical beliefs • Is sufficiently realistic • Shows creativity, inspires imagination • Does not annoy or irritate • Is appropriate for intended audience

False bargains and prices (comparative prices, double price tags, phony price tags, discount prices, money back guarantees, trading stamps, sweepstake tickets) • Misleading or deceptive use of information (false verbal claims by salesmen, emotional appeals preying on the less well educated and poorly informed)

Federal government (Post Office Department, Federal Trade Commission, Food and Drug Administration, Securities and Exchange Commission) • State and local government agencies and consumer representatives (Small Claims Court) • Business and civic organizations (Better Business Bureau, Chamber of Commerce, Legal Aid organization) • Private enterprises (manufacturing and trade associations; independent testing facilities; self-regulation by magazines, papers, radio, television, manufacturing associations, merchants)

Consumer's responsibilities in achieving high standards of advertising

Check accuracy of advertising • Do not patronize stores engaging in poor practices • Notify store managers, manufacturers, and other appropriate groups when you experience dissatisfaction and also when you appreciate good practices • Request new products • Educate yourself to be a discriminate shopper

Effects of money attitudes and spending habits on personal happiness
Decisions about use of money requiring specific knowledge
Hidden pressures to buy which employ findings of motivational research

Need a good attitude about money management

Accept self-discipline • Overcome any emotional blocks about spending and saving • Planning should be both cooperative

and objective • Persevere in following plan, but accept need for changes and planning again

Holiday and gift expenses • Vacation expenses • Federal and state taxes • Education expenses • Automobile fees • Insurance premiums

The needs and wants of family members are important human elements that should influence individual spending • Determine the relative importance of various needs and wants • Identify the needs of several families with the same income

Shop with reliable retailer (is willing to discuss and specify quality of his products, acts upon customer response to product performance, gives accurate information, is a responsible intermediary between manufacturer and customer) • Decide carefully whether to buy new or unknown products (need to rely heavily on manufacturer's statements, retailer's comments about early customer reactions, or testing services)

Prepare records of expenditures and study how money has been spent • Compare income with present expenditures • Consider ways to increase income, reduce fixed expenditures, harness variable expenses • Make an inventory of what is owned, determine what is needed, decide what is wanted • Consider both immediate and long-term satisfaction of possible new purchases • Give priorities to needs and wants according to family's values and both long- and short-range goals • Spending journal or "log"

Consider a plan for saving which treats it as an automatic fixed expense • Locate and use sources of information that give assistance in many ways of saving • Investigate and consider carefully before committing future income for present needs.

Decide on a way to keep a record of money spent as planned • Reconsider needs and wants occasionally and change plan accordingly • Keep simple the plan for spending as well as the account of spending • Keep the plan flexible—use as a guide, not as an obstacle.

Fixed expenses • Reasonable estimates for variable expenses • Special or seasonal expenses

Cash in separate envelopes • Checking account with accurate information recorded in checkbook • Separate bank accounts for savings and current transactions

Present use of future income • Permits one to obtain goods, services, or money in exchange for a promise to pay in the future

Retailers who sell on charge accounts • Installment payment plan • Lenders who make cash loans

Based on trust in customer's willingness and ability to meet payments when due (character or integrity in money matters, capital or financial resources, capacity or earning power) • Protected by using only as much credit as can be comfortably repaid, by paying promptly, by fulfilling all terms of credit contract, by contacting creditors immediately to make alternate arrangements if unable to make payments

Convenient way of paying for purchases • Allows use of goods and services while paying • Provides way to handle financial emergencies • Permits budgeting of major purchases over long period of time

Cost of financing • Tie-up of future income • Temptation to overspend

Covers expenses of providing credit (opening and servicing accounts, collecting payments, offsetting credit losses, operating expenses) • Credit costs vary according to types of services provided, amount of credit allowed, length of time to repay, personal credit rating • Consumer should shop for best credit (not obligated to use financing offered by merchant, e.g., for car, house)

Amount of credit received • Total amount to be repaid • Securities pledged, if any • Amount of each payment • Date each payment is due • Where payments are to be made • List of itemized charges for credit

Budget • Thirty day • Due when billed

Fit use of credit into overall budget • Limit use to what can be afforded • Shop for best credit value • Know the dollar cost of credit • Read and understand credit contract before signing • Protect credit rating

Keep list of items needed • Organize shopping list, plan shopping route, avoid buying items not on list unless carefully evaluated • Plan for the best time of day, week, or year for buying various products • Learn about different types of stores and choose carefully which to patronize • Judge the merits of sale items before buying • Allow time for comparison when shopping for major purchases • Discover and use "no extra charge" services • Know how to compare values, when to try new products

Be alert to the many sources of information about various products; learn to judge the reliability of these sources • Keep a file of information to be used as reference for buying • Remember that price is not always an indication of quality • Consider the kind and length of service provided with the product • Buy the size or quantity most economical for the user • Avoid extreme styles or fads in major purchases

Purchase only amount needed and possible to store • Borrow or rent infrequently used items • Use a substitute when satisfactory • Consider "exchanging favors" with friends rather than paying for services

Store perishable items carefully and remember to use them • Follow instructions in operating equipment to prevent unnecessary repair bills and avoid early replacement • File and follow the instructions for care of fabrics, appliances, accessories, cosmetics

Try new foods and compare taste, time involved in preparation, nutritive value, cost • Learn to prepare inexpensive foods in exciting and appetizing ways • Investigate factors controlling prices and develop judgment as to whether the cost is fair • Consider cost per serving as well as cost per pound • Deter-

mine when it is good to use convenience foods • Learn to estimate just how much food is needed • Determine what is good buying in a snack • Practice economy by eating food in season • Consider how much is spent for services connected with food purchases: charge-and-send versus cash-and-carry, à la carte versus complete meal, American versus European plan, cafeteria versus table service

Learn to judge fabric, fit, construction, and style in different types of garments • Consider the cost of care when purchasing garments • Add cost of alterations to initial price • Consider making versus buying a garment • Prepare a chart of wardrobe contents, then make and follow a long-range buying plan • Relate new garments to other clothing and accessories on hand • Locate sources of help for young men in making good wardrobe selections • Look for the information on clothing labels recommended by national consumer-retailer councils: what the product is made of, how it will perform, how it should be used and cared for, name of manufacturer or distributor

Learn patterns of family life and resultant changes in housing needs • Compare advantages and disadvantages of buying and renting • Learn how to judge a prospective house or apartment • Create an overall plan before buying furnishings • Locate reliable sources of information necessary for selection of furnishings: furniture, rugs and carpets, decorating fabrics, curtains and draperies, lighting equipment, accessories • Consider relative merits of gas and electricity for large appliances • Locate reliable sources of information needed for selecting large and small appliances: ranges, refrigerators, freezers, water heaters, dishwashers, washers, dryers, vacuum cleaners, small electric appliances

Decide whether pleasure gained is worth its cost • Find out whether the same satisfactions, pleasures, and learnings can be gained from less expensive sources • Plan for recreation so that no one person usually pays the bill • Cultivate the practice of home parties, neighborhood movies, school functions, team activities • Share in transportation costs

Insist on good quality • Continue using a satisfactory product • Be certain products are approved by reliable source: FDA, well-known seals of approval • Buy from reliable merchants • Buy recognized brands or investigate before purchasing

Consider all the hidden costs before buying a car: cost of car plus financing terms, fixed expenses (insurance, licenses, personal property tax, depreciation), operating costs (gas, oil, maintenance, repairs, regular parking fees) • Compare relative merits of new and used cars • Shop for best financing and insurance terms

Contracts: read before signing, be sure they are completely filled in, obtain a copy • Guarantees or warranties: details should be spelled out; register them immediately and file a copy with purchase date on it • How to ensure satisfaction with mail-order purchases • Responsibility for unordered merchandise

Better Business Bureau • Administrative agencies: state insurance or banking departments • Legal Aid organizations • Small Claims Court

When in doubt about the legal implications and outcome of an important purchase • When considering action involving a a large sum of money • Whenever your interests must be represented in court

To eliminate impure and harmful food, drugs, and cosmetics • To standardize weights and measures and improve labeling • To prevent fraud, deception, and false advertising • To promote fair competition • To ensure fair rates in transportation, power, fuel, and communications • To avoid abuses in the sale of securities

New drugs must now be approved for effectiveness as well as safety • All television sets produced and sold in interstate commerce must be able to receive all channels, including the ultra-high frequency ranges. This will bring to millions of American homes a wider range of noncommercial educational television, as well as more commercial programming • During the past year the Federal Trade Commission has intensified its programs to protect consumers against false advertising as to the safety and efficacy of nonprescription drug products, misrepresentation of savings in the purchase of food-freezer plans, deceptive television ratings and demonstrations, misbranding of clothes, bait-and-switch tactics in the sale of consumer products

Lasser, J. K., and Porter, S. F. *Managing Your Money*. New York: Doubleday & Co., 1963. 207 pp.
Lewis, D. S., and others. *Housing and Home Management*. New York: Macmillan Co., 1961.
Raines, Margaret. *Managing Livingtime*. Peoria, Ill.: Chas. A. Bennett, 1964. 302 pp.
Starr, Mary Catharine. *Management for Better Living*. Boston: D. C. Heath and Co., 1963. 452 pp.
Wilhelms, Fred T., and Heimerl, Ramon P. *Consumer Economics*. Second edition. New York: McGraw-Hill, 1959.

American Home Economics Association, 1600 Twentieth Street, N.W., Washington, D.C. 20009.
Better Business Bureau—write to your local office
Changing Times, magazine published by Kiplinger Washington Editors, 1729 H Street, N.W., Washington, D.C.
Department of Home Economics, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.
Institute of Life Insurance, Educational Division, 488 Madison Avenue, New York, New York 10222.
J. C. Penney Company, Inc., Educational Division, 1301 Avenue of the Americas, New York, New York 10019.
Money Management Institute, Household Finance Corporation, Prudential Plaza, Chicago, Illinois.
The Sears-Roebuck Foundation. Consumer Education Division, 3333 Arthington Street, Chicago, Illinois 60607.
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.